

**WINTHROP UNIVERSITY**  
**COLLEGE OF VISUAL AND PERFORMING ARTS**  
**DEPARTMENT OF THEATRE AND DANCE**  
**ASSESSMENT OF STUDENT LEARNING OUTCOMES**

Assessment of student learning outcomes in the Department of Theatre and Dance occurs within the context of the following general principles:

1. Much of the assessment that takes place in the classroom is evaluative, and faculty members employ assessment tools everyday in many ways.
2. The department's academic programs have a wide array of educational objectives, so the department does not have a "one-plan-fits-all" approach to assessment.
3. Academic assessment does not replace curricular, departmental, and other types of ongoing review for improvement: it supplements and improves it.
4. Faculty ownership of and participation in assessment activities is essential. Assessment is embedded in the culture of the entire teaching/learning enterprise of the department.
5. The department has a history of making programmatic changes based on assessment results.

Description of a few examples of assessment measures can demonstrate how the above general principles translate into concrete form at the broader, departmental level.

*Accreditation Reviews and Annual HEADS Reports*

Winthrop is accredited by the National Association of Schools of Dance and the National Association of Schools of Theatre. The Dance Program reviews were conducted in 1999 and 2009. The next review is scheduled for November 2018. The Theatre Program reviews were conducted in 2003 and 2013. The next review is scheduled for 2023. In each case, program success is evaluated with consideration of accreditation standards and data compiled in HEADS reports.

*Annual Faculty Review*

The Chair of the Department of Theatre and Dance reviews each faculty member's goals and record of accomplishment in May for the previous calendar year. Evaluation criteria include teaching, creative/scholarly activity, and service that supports student learning. On the basis of this assessment, faculty members and the Chair collaboratively consider and design new goals and objectives.

*Classroom Observation*

The department Chair and senior faculty members observe the instruction of probationary and adjunct faculty every semester. They use a rubric for rating instructors' effectiveness, then a meeting occurs with the instructor to review the observation/evaluation and make plans for teaching improvements.

*Administrative Evaluations*

All faculty members in the department make written evaluations of the department Chair and the Director of Dance, a program director-level administrative position. The dean and chair, respectively, collect and analyze the faculty evaluations as one element in a larger, annual review of administrative effectiveness. Annual consultations between these two administrators and their respective superior occur to develop a plan for improving administrative skills.

*Local, State, Regional and National Festival Adjudications and Professional Development*  
 Student and faculty participation at discipline-specific festivals and competitions, such as the American College Dance Association (ACDA), the Kennedy Center/American College Theatre Festival (KC/ACTF), and the Charlotte Dance Festival. These events provide feedback and evaluation in areas of performance, production and choreography by experts, scholars and professional adjudicators. The success of our students and faculty is measured by their creativity and artistry, the number of peer-reviewed scholarly activities in which they engage annually, and by their honors and awards.

*Placement*

Placement of graduates from the school in professional companies, internships, and graduate programs is considered in the assessment of school goals.

Assessment measures in this department demonstrate:

- A. that we have an assessment plan that tracks the where, how and when learning occurs for students during their academic careers in the dance or theatre major at Winthrop. (The Assessment Map)
- B. that the learning that occurs in all aspects of the dance and theatre programs aligns with the broader learning goals of the department, college, university, and external accrediting organizations. (Vertical Alignment)
- C. that we always attain the important symbiotic connection between assessment and change. (Closing the Assessment Loop)
- D. that we regularly review all components of our department’s assessment plan (see fifth column of The Assessment Map)

**A. The Assessment Map in the Department of Theatre and Dance:**

| <b>ASSESSMENT ACTIVITY</b>   | <b>ASSESSMENT RESULTS</b>   | <b>ASSESSMENT FREQUENCY</b> | <b>RESULTS USED TO MAKE CHANGES IN:</b>    | <b>ASSESSMENT ACTIVITY/TOOL REVIEWED</b> |
|--|---|-----------------------------|--|--|
| <b>Department Level</b>  |   |                             |  |  |
| Course Evaluations   | Student feedback data on instruction  | Every semester              | Pedagogy; curriculum                       | Every five years                         |
| Post-Show Discussions  | Minutes of sessions   | After every production      | Season Planning; curriculum planning       | Every five years                         |
| Post-Show Faculty Reviews  | Minutes of sessions   | After every production      | Production Processes and Logistics         | Every five years                         |
| Production reflection essays in THRA 370,372 THRT 395, DANA 444, 443 |   | Every semester              | Pedagogy, production processes, curriculum | Every two years                          |
| Classroom observation  | Observation data by chair and tenured faculty followed by individual meeting with | Every semester              | Pedagogy and course content                | Every five years                         |

|   |   |                                |   |   |
|---|---|--------------------------------|---|---|
|   | faculty member  |                                |   |   |
| Chair's Advisory Council  | Minutes of sessions   | Every month                    | Production practices; Season Planning; curriculum; student services; advising | Every five years                          |
| Senior Exit Interview/Survey                                    | Notes from interviews/survey data                           | Every semester                 | Curriculum; teaching assignments; season planning                             | Every ten years                           |
| <b>Dance Program</b>  |   |                                |   |   |
| Placement Class   | Initial proficiency evaluation data                         | At beginning of first semester | Curriculum; advising  | Every two years                           |
| Fourth Semester Proficiency Evaluation                          | Proficiency evaluation data                                 | Fourth semester                | Advising; curriculum; teaching assgmts.                                       | Every five years                          |
| Fourth Semester Portfolio Review                                | Student portfolio   | Fourth semester                | Curriculum; season planning   | Every two years                           |
| Seventh Semester Proficiency Evaluation                         | Proficiency evaluation data                                 | Seventh semester               | Advising; curriculum; teaching assignments                                    | Every five years                          |
| First and Final Semester Content Exam                           | Student exam papers   | First and Seventh semesters    | Curriculum; teaching assignments  | Every ten years                           |
| Adjudication of DANT 301 Pieces                                 | Oral response to preview performance                        | Sixth semester                 | Production practices; pedagogy and course content                             | Every five years                          |
| ACDF Regional adjudication                                      | Oral response to performance                                | Every year                     | Production practices; course content  | Every five years                          |
| SCADA adjudication  | Oral response to performance                                | Alternate years                | Production practices; course content  | Every ten years                           |
| NASD recommendation   | Revision of dance course descriptions and goals             | Every ten years.               | Course content, curriculum  | Every ten years                           |
| Capstone Courses  | Student portfolios, student projects, course evaluations    | Student's Senior Year          | Course content, curriculum  | Every five years                          |
| Competency Review Committee (for Certification degree students) | Approval to complete next step in Teacher Education program | Every semester                 | Teaching assignments; curriculum  | Every seven years—review conducted by COE |
| Application to Teacher Education (for Certification             | Student essay and portfolio                                 | In fourth semester             | curriculum  | Every seven years—review conducted by COE |

|  |   |                       |   |   |
|--|---|-----------------------|---|---|
| degree students)   |   |                       |   |   |
| Praxis I (for Certification degree students)                         | Student test scores   | In fourth semester    | curriculum  | Every seven years—review conducted by COE |
| Praxis II (for Certification degree students)                        | Student test scores   | In final semester     | curriculum  | Every seven years—review conducted by COE |
| <b>Theatre Program</b>   |   |                       |   |   |
| Third Semester Review  | Faculty evaluation data                                     | Third semester        | Curriculum; teaching assignments                                      | Every two years                           |
| Sixth Semester Review  | Faculty evaluation data                                     | Sixth semester        | Curriculum; teaching assignments                                      | Every two years                           |
| ACTF Respondent  | Oral and written response to performance                    | Every semester        | Production practices; season planning; teaching assignments; advising | Every five years                          |
| NAST recommendation  | Revision of dance course descriptions and goals             | Every ten years.      | Course content, curriculum  | Every ten years                           |
| Capstone Courses   | Student portfolios, student projects, course evaluations    | Student's Senior Year | Course content, curriculum  | Every five years                          |
| Competency Review Committee (for Certification degree students)      | Approval to complete next step in Teacher Education program | Every semester        | Teaching assignments; curriculum                                      | Every seven years—review conducted by COE |
| Application to Teacher Education (for Certification degree students) | Student essay and portfolio                                 | In fourth semester    | curriculum  | Every seven years—review conducted by COE |
| Praxis I (for Certification degree students)                         | Student test scores   | In fourth semester    | curriculum  | Every seven years—review conducted by COE |
| Praxis II (for Certification degree students)                        | Student test scores   | In final semester     | curriculum  | Every seven years—review conducted by COE |

The department's faculty members manage the above assessment tools consistently and regularly, as the third column in the chart indicates. The department's faculty members meet up to four times per month, and they review assessment data and implement change in those meetings. Many of the above assessment activities receive initial review in a faculty subcommittee (dance faculty, theatre faculty, curriculum committee, competency review committee) that makes a recommendation for action to the full departmental faculty. Several faculty members also will gather on an ad hoc basis to conduct certain assessment tools

(proficiency evaluations, sophomore and junior reviews, classroom observation) and then provide the departmental faculty with the results for discussion and action.

## **B. Vertical alignment of learning goals:**

The specific degree program missions and goals align with the department, CVPA, university, and accreditation organization missions and goals.

### **Theatre Program Mission Statement**

The mission of the theatre program is to foster individual students' aesthetic, intellectual, and creative development within the context of a liberal arts education as they pursue a Bachelor of Arts degree.

### **Theatre Program Goals:**

1. Students should demonstrate a fundamental understanding of and appreciation for the creative processes of theatre, the socio-historical contexts and the nature of the theatrical event.
2. Students will achieve basic skills in performance and production.
3. Students should demonstrate a sense of commitment and a positive attitude that will foster the creative process.
4. (Certification Emphasis): The student will be an effective decision maker in directing the education of students

### **Dance Program Mission Statement**

The dance program at Winthrop University prepares students for careers and future study in dance by fostering their aesthetic, technical, intellectual, and creative development within the context of a liberal arts education. In order to achieve this mission, the program provides students with opportunities to participate in studio-based practices and explorations as well as performance and other relevant educational offerings. The program serves both the university and local community in enhancing their knowledge of the discipline of dance from a holistic perspective, including the political, historical, cultural, and technological events that have contributed to its evolution.

### **Dance Program Goals**

1. To provide a developmentally sequenced curriculum of studio and theory courses that exposes dance majors and minors to a breadth of skills, knowledge, and critical thinking.
2. To nurture artistic leadership in students through opportunities to perform, choreograph, teach, design, stage manage, participate in internships, and be involved in professional organizations.
3. To promote collaborative experiences that develop students' communication skills, appreciation of diversity, and adaptability to change in all artistic and interdisciplinary endeavors.
4. (Certification Emphasis): To prepare students for successful careers as educational leaders in public and private K-12 education.

The theatre and dance program mission statements and program goals share a liberal arts-based vision of education and a commitment to developing students' collaborative and creative skills.

### **Department of Theatre and Dance Mission Statement**

The mission of Winthrop University's Department of Theatre and Dance is to foster individual students' aesthetic, intellectual, and creative development within the context of a liberal arts education as they pursue a Bachelor of Arts in Theatre or in Dance. Through class instruction, private coaching, mentoring, and performance, the department advocates both theoretical and creative explorations to achieve an understanding of the social, political, historical, and technological aspects of theatre and dance. We strive to afford opportunities for students to develop a significant level of competency in one emphasis in theatre (performance, design/technical, K-12 teacher certification) or in dance (performance, K-12 teacher certification)

The department's mission statement affirms the commitment to students' aesthetic and intellectual development asserted in the dance and theatre program goals. The department mission statement echoes the "context of a liberal arts education" component of the dance and theatre mission statements.

### **CVPA Mission Statement**

The College of Visual and Performing Arts at Winthrop University offers nationally accredited programs in art, design, theatre, dance, and music, and provides academically challenging instruction in an interdisciplinary environment that inspires and prepares the next generation of artists, educators, scholars, and audiences. We promote intellectual inquiry and collaborative opportunities that encourage each student to develop a uniquely creative vision cultivated through artistry, teaching, scholarship, public performance, and community engagement.

The college mission statement asserts that students receive "academically challenging instruction." The department's mission statement affirms that we achieve this through "class instruction, private coaching, mentoring, and performance" and through the expectation that every student develops a "significant level of competency in one emphasis in theatre . . . or in dance." The department's mission statement asserts that students acquire knowledge through public performances, echoing the language of the college mission statement concerning "public performance and community engagement."

### **University Level Competencies**

In 2010 the administration formed the UWAAC task force. It recommended the adoption of the four University Level Competencies to serve as a guide for all academic programs. These competencies were adopted in 2010. All programs are required to develop an assessment plan by February 2012 that demonstrates how students achieve these competencies.

#### **Competency 1: Winthrop graduates think critically and solve problems.**

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

#### **Competency 2: Winthrop graduates are personally and socially responsible.**

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence in their work. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates hold a sense of responsibility to the broader community and contribute to the greater good.

#### **Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.**

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

#### **Competency 4: Winthrop graduates communicate effectively.**

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

The Department of Theatre and Dance has an assessment plan that documents how our programs fulfill these University Level Competencies. Discussion of this assessment plan comes at the end of this section that discusses vertical alignment of our learning goals.

### **Relevant Excerpt from the University Mission Statement**

Winthrop University provides personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina. The values of service, excellence, diversity, community, and

leadership provide the foundation for Winthrop's continuing development and shape [Winthrop's continuing success](#).

Winthrop enrolls an achievement-oriented, culturally diverse and socially responsible student body between 6,500 and 7,000 students. Winthrop prides itself on being an institution of choice for groups traditionally under-represented on many college campuses.

Winthrop students acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change. Ongoing assessment of programs and services ensures both that all academic programs challenge students at their highest level of ability and that the library, instructional technology and other academic service areas support courses of study that are consonant with best practices. As a result, Winthrop graduates are eminently well prepared to enter the most competitive graduate or professional schools as well as to be leaders in their chosen professions and in their communities.

In the department mission statement, we assert that we offer students a "significant level of competency" in one area of theatre or dance. This links to the university mission statement's assertion that "academic programs challenge students at the highest level." The department mission statement speaks of the "context of a liberal arts education" that shapes the theatre and dance curricula. This reflects the identity of the university as a "comprehensive teaching university" in the university mission statement. The department's mission statement speaks of the various means of instruction provided to students with the words "Through class instruction, private coaching, mentoring, and performance." This echoes the language of the university's mission statement where it states "Winthrop University provides personalized and challenging undergraduate, . . . programs."

#### **NAST Theatre Program Outcomes**

Students holding undergraduate liberal arts degrees must have:

1. The ability to think conceptually and critically about text, performance, and production.
2. An understanding of playwriting and production processes, aesthetic properties of style, and the way these shape and are shaped by artistic and cultural forces.
3. An acquaintance with a wide selection of theatre repertory including the principal eras, genres, and cultural sources.
4. The ability to develop and defend informed judgments about theatre

#### **NASD Dance Program Outcomes**

Students holding undergraduate liberal arts degrees must have:

1. The ability to identify and work conceptually with the elements of dance.
2. An understanding of choreographic processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural ideas and contexts.
3. An acquaintance with a wide selection of dance repertory, the principal eras, genres, and cultural sources.
4. The ability to develop and defend critical evaluations.
5. Fundamental knowledge of the body and of kinesiology as applicable to work in dance.

The department mission statement asserts that students "achieve an understanding of the social, political, historical, and technological aspects of theatre and dance," and this aligns with the accrediting organizations' call for development of students' understanding of artistic processes, "aesthetic properties of style and the ways shape and are shaped by artistic and cultural ideas and contexts." The accrediting organizations also expect theatre and dance programs to develop students' skills broadly, and the mission statements for the dance and theatre programs speak of achieving "basic skills in performance and production" and "breadth of skills."

The department has developed an assessment plan for the four University Level Outcomes (ULCs). The discussion below outlines the various assessment instruments that measure students' progress towards attaining the ULCs. Highlighted text in the four competencies mark the language that most accurately describes the learning that occurs among students in this department. The chart below the four competencies presents the various assessment tools we use, the nature of the results, the frequency our use of the tools, and the ULC's that they assess.

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| <b>ASSESSMENT ACTIVITY</b>                              | <b>ASSESSMENT RESULTS</b>            | <b>ASSESSMENT FREQUENCY</b>    | <b>COMPETENCY ASSESSED</b> |
|---|--------------------------------------|--------------------------------|----------------------------|
| <b>Department Level</b>                                 |                                      |                                |                            |
| Course Evaluations                                      | Student feedback data on instruction | Every semester                 | 2, 4                       |
| Post-Show Discussions                                   | Minutes of sessions                  | After every production         | 2, 3, 4                    |
| Production reflection essays in THRA 370, DANA 444, 443 | Student essays                       | Every semester                 | 1, 2, 3, 4                 |
| Chair's Advisory Council                                | Minutes of sessions                  | Every month                    | 4                          |
| Senior Exit Survey                                      | Notes from survey data               | Every semester                 | 1, 2, 4                    |
| Placement Class   | Initial proficiency evaluation data  | At beginning of first semester | 2                          |
| Fourth Semester Proficiency Evaluation                  | Proficiency evaluation data          | Fourth semester                | 2                          |
| Fourth Semester Portfolio Review                        | Student portfolio                    | Fourth semester                | 1, 2, 4                    |



|   |  |                             |            |
|---|--|-----------------------------|------------|
| Seventh Semester Proficiency Evaluation       | Proficiency evaluation data                              | Seventh semester            | 2          |
| First and Final Semester Content Exam         | Student exam papers                                      | First and Seventh semesters | 1, 3, 4    |
| Adjudication of DANT 301 Pieces               | Oral response to preview performance                     | Sixth semester              | 2, 3, 4    |
| ACDF Regional adjudication                    | Oral response to performance                             | Every year                  | 2, 3       |
| SCADA adjudication                            | Oral response to performance                             | Alternate years             | 2, 3       |
| Capstone Courses                              | Student portfolios, student projects, course evaluations | Student's Senior Year       | 1, 2, 3, 4 |
| Praxis I (for Certification degree students)  | Student test scores                                      | In fourth semester          | 1, 3       |
| Praxis II (for Certification degree students) | Student test scores                                      | In final semester           | 1, 3       |
| <b>Theatre Program</b>                        |  |                             |            |
| Third Semester Review                         | Faculty evaluation data                                  | Third semester              | 1, 2, 4    |
| Sixth Semester Review                         | Faculty evaluation data                                  | Sixth semester              | 1, 2, 4    |
| ACTF Respondent                               | Oral and written response to performance                 | Every semester              | 2          |
| Capstone Courses                              | Student portfolios, student projects, course evaluations | Student's Senior Year       | 1, 2, 3, 4 |
| Praxis I (for Certification degree students)  | Student test scores                                      | In fourth semester          | 1, 3       |
| Praxis II (for Certification degree students) | Student test scores                                      | In final semester           | 1, 3       |

## C. Closing the Assessment Loop

### Specific Assessment Activity in 2016-2017

THRA 413: Musical Theatre Auditions changed from one credit to three credits. The material covered extends the breadth of a 1-credit ½ semester class. Effective fall 2017.

THRA 411: Auditioning has been changed from 1-credit to 3-credits, both to maintain parity between the musical theatre and performance curricula, and to account for the added camera auditions technique into the curriculum. Catalogue description and goals now include auditioning for both stage and screen. Effective Fall 2017.

THRA 121: Improvisation is now required in the Performance curriculum. The course description now includes reference to being based on the work of Viola Spolin. Effective Fall 2017

THED 345: Exploring K-12 Education. Removed prerequisite so that students can stay on track to graduate with changes in COE. Added restriction to sophomores or juniors. Effective Fall 2017.

DCED 592: Field Experience in Teaching Dance. Changed grading to S/U. This rectifies a mistake when it was first created. It should have been S/U all along. Effective Fall 2017.

DCED 345: Exploring K-12 Education. Removed prerequisite so that students can stay on track to graduate with changes in COE. Added restriction to sophomores or juniors. Effective Fall 2017.

DANA 444: Dance Performance Practicum. Changed the amount of times the course can be taken for credit from seven to ten. This was to account for the various performance opportunities the students have, from dance repertory group to residencies, to Winthrop Dance Theatre. Effective Fall 2017.

DANA 261 Musical Theatre Dance Forms may now be taken twice for credit. Effective Fall 2017.

DANA 252 Jazz Technique II may now be taken twice for credit. Effective Fall 2017.

DANA 232 Tap Dance II may now be taken twice for credit. Effective Fall 2017.

Created two new courses: THRA 265: Voice for the Actor and THRA 255: Movement for the Actor. These courses will replace THRA 221: Voice and Movement. This provides students appropriate credit for the hours they commit to the material. It also provides better opportunity to assign the best faculty to teach the material.

Changed required dance courses in the musical theatre curriculum: Musical theatre students are lacking the coordination in the sequence of their dance training. With the current curriculum, they are choosing a buffet of dance classes rather than a prescribed sequence of courses that build on each other. According to the NAST 2016-2017 Handbook: In multipurpose institutions where training in music, acting, and movement is provided by one or more units, or where there is an interdisciplinary structure for the degree program, arrangements for coordination must be evident in the development, operation, and evaluation of the program.

The department's faculty reviewed assessment tools according to our cycle of review adopted in 2010-11.

- Course Evaluations; Dance Placement Class'; Adjudication of DANT 301 Choreographic Work
  - Course Evaluations: The faculty reviewed the process of course evaluations and affirmed its value as an instrument for collecting data about student's experience in courses. Now that all these are done electronically through Enterprise Surveys in Blackboard, there is less involvement by faculty. This has caused lower participation from enrolled students. To remedy this, faculty have been encouraged to carve out a 10-minute slot at the end of the semester for students to complete these evaluations in class, as we used to do with the paper forms, though now they are typically completing them on their smartphone. Recorded in Departmental Faculty meeting minutes.
- Dance Placement Class (Dance)
  - Dance Placement class continues to serve the dance program in lieu of auditions for placement into the program. Changes from this assessment include limiting participation to students with prior dance training, and not all musical theatre students. Those with little or no dance training will automatically be encouraged to register for Beginning Ballet and Beginning Modern Dance. Recorded in faculty meeting minutes.
- Adjudication of DANT 301 dance pieces
  - Dance faculty determined that faculty should continue to adjudicate student choreographers in DANT 301, and in addition bring in outside professionals to also provide adjudication of the pieces. This was planned to begin in Spring 2017, though we failed at procuring an outside adjudicator, and so now will happen in Fall 2017.
- All 400-level theatre and dance classes which serve the general education curriculum were recertified. These include THRT 442: African American Theatre as a Humanities and Arts Perspective Focused class.

The faculty worked to revise the Student Self-Evaluation for Departmental Productions form, focusing on university wide competencies, and creating an 'A' and 'B' version to be used on alternate years. The 'A' form was used for 2016-2017. The new form is as follows:

The report should contain a heading that includes:

1. Name of production(s) you participated in and your role.
2. Name of your direct supervisor or director/choreographer
  - **Before you begin, please read all for ULC Competencies.** We are asking you to respond in detail to each question in essay format (includes an introductory paragraph, closing paragraph and at least two body paragraphs) Times 12 font and at least 2 pages in length, being mindful of your voice and the impact of communication in the successful expression and exchange of ideas.

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**Student Self-Evaluation for Departmental Productions      FORM A**

1. *Did you feel adequately prepared for your role in this production? Why or why not? Give two examples from your classes and/or the rehearsal process of this preparation. You may also use examples from applicable classes within or outside the department*
  
2. *Was your contribution on this production your best effort? How and why?*